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ABSTRACT

This paper reports preliminary results from a survey of teachers and administrators within a sample of schools in 2 school districts in which peer evaluation programs have been in use for more than 10 years. Columbus, Ohio, is a large urban district whose 5,000 teachers are represented by an affiliate of the National Education Association. Poway, California, is a medium-sized suburban district whose 1,600 teachers are represented by an affiliate of the American Federation of Teachers. The study examines the perceived success of these evaluation models in improving teacher quality, encouraging professional development and growth, and assessing the relative performance of teachers fairly. In addition, the survey examines how educators in the two districts perceived their influence on a variety of school decision-making areas. Responses were received from 310 teachers, an overall return rate of 23.6%. These data were then compared with similar perceptions among teachers in a national survey conducted in 1994. Educators in both districts reported high levels of individual professional commitment to teaching relative to the national sample. The survey also examined a variety of school climate topics in the two school districts. Educators in these two peer evaluation districts revealed higher than average levels of satisfaction and feelings of effectiveness toward their work, as well as higher levels of cooperation, coordination, participation, sharing of values, supportive administration, and general communication. The survey also reveals some of the actions that teachers have taken to improve their performance based on their evaluations. An appendix contains written comments from survey respondents. (Contains 11 tables and 20 references.) (SLD)

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Peer Evaluation and Professional Community in Public Education: A Study of Two School Districts

Paper Prepared for the National Evaluation Institute
July 20-23, 2000
San Jose, California

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ABSTRACT: This paper reports preliminary results from a survey of teachers and administrators within a sample of schools in two school districts where peer evaluation programs have been in use for over ten years. Columbus, Ohio, is a large urban district in the Midwest whose 5,000 teachers are represented by an affiliate of the National Education Association. Poway, California, is a medium-size suburban district whose 1,600 teachers are represented by an affiliate of the American Federation of Teachers. The study examines the perceived success of these evaluation models in improving teacher quality, encouraging professional development and growth, and assessing fairly the relative performance of teachers. In addition, the survey examined how educators within the two districts perceived their influence on a variety of school decision-making areas; these data are then compared with similar perceptions among teachers in a national survey conducted in 1994. Educators in the two districts reported high levels of individual professional commitment to teaching, relative to the national sample. The survey also examines a variety of school climate topics within the two school districts, relative to the national sample. Educators in these two peer evaluation districts revealed higher-than-average levels of satisfaction and a feeling of effectiveness toward their work, as well as higher levels of cooperation, coordination, participation, sharing of values, supportive administration, and general communication. Finally, the survey reveals some of the actions that teachers have taken to improve their performance based upon their evaluations.

I. Introduction

In recent years, the issue of teacher professionalism has emerged as a key strategy for reforming public education. From all quarters, a call has arisen to improve the quality and commitment of teachers. School reformers fear that all other improvement programs will fail unless public school systems take significant steps to elevate the performance and *professionalism* of teachers – for the quality of teachers is truly "what matters most" for student learning (National Commission on Teaching and America's Future, 1996).

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It is both desirable and necessary to improve the professional performance of individual teachers. It is possible, however, to take this proposition a step further, and to advance the importance of a larger concept of "professional community" among teachers. Indeed, research has demonstrated that teacher professionalism depends upon a mix of both individual commitment and collective interdependence and collaboration (Firestone & Bader, 1992; Louis, Marks, & Kruse, 1994).

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How can teacher evaluation programs contribute both to improved professionalism of individual teachers, and to improved professional community? More specifically, is it possible that *peer evaluation* programs hold an advantage over traditional evaluation methods in fostering professional community?

The traditional teacher evaluation model that is used in almost all public schools relies upon site administrators to review the work of the teachers within their building on a regular basis, typically every two or three years. The administrator almost always uses a standardized "checklist" instrument that indicates whether the subject teacher is performing satisfactorily, and only on rare occasions are such instruments used to recommend dismissal of a poor-performing teacher (Darling-Hammond, Wise, & Pease, 1983, Fall; McGreal, 1983; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1985).

In peer evaluation programs, by contrast, teachers and administrators take joint responsibility for improving and assuring teacher quality. To date, only a small number of peer evaluation programs have been operating successfully for more than a few years. Where they do exist, school districts typically select a small number of classroom teachers for limited-term appointments to work with their colleagues and to assist them as needed. This assistance and evaluation typically takes place over a substantial period of time. Although many peer evaluation programs focus only on new or probationary teachers, a few include experienced teachers in need of "intervention." In fact, recent California legislation emphasizes the use of peer review for veteran teachers.(Bloom & Goldstein, 2000).

In one respect, peer evaluation programs are not unlike traditional evaluation programs, in that both are intended to improve teaching performance among the participating teachers. One promising feature of peer evaluation programs, however, is that a system-wide commitment involving teachers in improving their own ranks may enhance professionalism of all parties, including both the evaluating teachers as well as those teachers being evaluated (Benzley, 1985; Gallagher, Lanier, & Kerchner, 1995; Singh, 1984). Proponents of peer evaluation also claim that these programs will reduce high rates of turnover and "burnout" (Brown, 1993; Columbus Education Association, 1998; Lawrence, 1985; Wise et al., 1985).

The research reported herein is a preliminary compilation of results from a survey of two K-12 school districts that have used peer evaluation programs for well over ten years. The research, conducted as part of the author's doctoral dissertation, examines the following theoretical question: **In school districts that have used a systematic program of peer evaluation over a long period of time, is there evidence of higher individual "professionalism" among the staff? Is there evidence of stronger "professional community" among the teachers within these schools?** Two closely-related hypotheses are explored by this means: #1 - A successful peer evaluation program will improve individual teacher professionalism. #2 - This improved individual teacher professionalism, influenced by peer evaluation, will also result in improved professional community at the site level among the teachers.

II. Method

The author employed survey research within two school districts nationally known for their innovation in the use of peer evaluation programs: Poway, California and Columbus, Ohio. The survey was intended to determine the level of teacher professionalism exhibited by a sample of educators in each district. Results from the survey will ultimately be used to compare this factor within each district to the level of teacher professionalism in a large national survey of teachers, the Students and Staffing Survey of 1993-94 (National Center for Education Statistics, 1996). Only the preliminary survey results are reported in this paper.

Participants: Poway, California and Columbus, Ohio

Although nearly all school districts in the United States are alike in certain basic features, only a few reach the size of either Poway or Columbus. Both are among the 230 districts, fewer than 1.6 percent of the nation's total, that enroll more than 25,000 students. The Poway Unified School District encompasses 99 square miles in northeastern San Diego County, including the communities of Poway and several adjoining suburbs. Columbus serves a large core city, the State Capitol, in the center of Ohio. Table 1 compares the districts with respect to some of their most salient structural characteristics.

Table 1: Comparison of Poway Unified School District and Columbus Public Schools

	Poway, California	Columbus, Ohio
District Enrollment (1998-99)		
• K-8:	21,451	48,855
• 9-12:	9,830	15,569
• Ungraded:	564	928
Total:	31,845	65,352
Configuration		
• K-5 or K-6 Elementary Schools:	20	90
• 6-8 or 7-8 Middle Schools:	5	28
• 9-12 Comp. High Schools:	3	21
• Other (Continuation or Magnet):	1	5
Total:	29	144
Average School Size		
• Elementary Schools:	725	350
• Middle Schools:	1,500	500
• High Schools:	3,150	760

Table 1 reveals that the two districts are similar in their overall structure, however the Poway schools are generally much larger in size.

Both districts have one key factor in common with respect to teacher leadership: Their teacher unions have been led for many years by reform-minded individuals who have forged strong, if somewhat adversarial, relationships with their superintendent. In the case of Poway, both the Poway Federation of Teachers president and the Superintendent have worked for the district in their current position for well over 20 years (Kerchner & Koppich, 1995).[1] The Columbus Education Association (CEA) President has served in that position since 1978, and has emerged as one of the strongest advocates within the National Education Association for peer review and similar union-sponsored structural reforms (Bradley, 1998). The Columbus superintendent has been in her position since September 1997.

These two districts also offer a very clear contrast with respect to their location and demographics. Poway is a suburban district in northern San Diego County. The major problems that it faces is keeping up with rapid growth, particularly in the unincorporated area surrounding the City of Poway. For the most part, Poway is an enclave of newer neighborhoods with high income families, a high percentage of home-ownership, and correspondingly high parental and taxpayer expectations for their schools. The district has a relatively high white enrollment, over 70 percent, although Latino and Asian enrollment has grown in recent years.

Columbus is a major city, the largest in Ohio, and its school district is one of the oldest in the country with its first elected Board of Education in 1845. The district's enrollment is relatively stable and even growing slightly; however, the white population has been steadily shrinking and now generates just over 40 percent of its students. The city is diverse with respect to incomes as well as race, and median income is less than half that of Poway. Columbus ranks 11th among the 603 districts in Ohio in the percentage of its students receiving Federal Temporary Aid to Needy Families, and 13th in terms of minority enrollment.

Poway and Columbus: Academic Differences

With respect to academic achievement, the two districts are also a sharp and vivid contrast. Poway has excellent schools, while Columbus schools are generally ranked very poorly. The State of California ranks all public schools on a 10-point ranking system that measures student achievement on the Stanford Achievement Test under the 1999 Public Schools Accountability Act. All but 7 of the 29 Poway schools earned an Academic Performance Index (API) of "10". Only one of Poway's elementary schools earned a ranking as low as "8." Four of the five middle schools and two of the three high schools scored a "10," with the others earning a "9."

[1] The Poway Federation of Teachers President took a hiatus from the union leadership to return to the classroom for a few years in the 1980's, but remained active in union affairs.

Columbus, on the other hand, recently was rated as one of the worst school districts in Ohio. Under Senate Bill 55, the Ohio Department of Education (ODE) has rated all of the 603 school districts in Ohio on twenty-seven statewide performance standards.[2] Columbus failed on all but five standards. This performance earned the district an overall rating of "Academic Emergency," the lowest of the State's four-part rating system. Columbus was one of 69 districts given this lowest rating.

Peer Review in Poway

The differences between the two districts noted above are profound, but their peer review programs are remarkably similar. Peer review in the Poway Unified School District actually consists of two separate but inter-related programs: The Poway Professional Assistance Program for new teachers, and the Permanent Teacher Intervention Program for veteran teachers who are struggling. In addition, Poway uses an "Alternative Evaluation Program" that is closely related to peer review, although it is administratively distinct from the peer review programs. These two programs reflect a collaborative effort between the Poway Federation of Teachers and the Poway Unified School District. The first program, PPAP, was initiated in 1989 under the umbrella of an "Educational Policy Trust Agreement." The Poway trust agreements originated in a national experiment by the American Federation of Teachers working in four California districts with researchers with the Claremont Graduate University (Kerchner & Koppich, 1995). The PPAP trust agreement is only two pages; together with the PTIP agreement in 1991, they run approximately nine pages, and are relatively simple in construct and language. These trust agreements are not a formal part of the collective bargaining contract between the PFT and the district, and are not renegotiated regularly. Instead, the trust agreements continue in effect as long as both parties wish to continue them.

All teachers newly hired by the Poway Unified School District must participate in PPAP, regardless of their prior teaching experience with other districts. PPAP requires that they be matched with district "teacher consultants," experienced PUSD teachers recruited annually from the ranks of Poway's schools for 3-year terms. The teacher consultants each have a caseload of about 15 new teachers, except for the lead teacher consultant who has 10 or fewer in his or her caseload. The consultants use frequent classroom observations, reflective written and oral comments, curricular support, model lessons, and coaching to individually tailor their support to each new teacher. Communication often occurs through written notes and log books exchanged between the new teacher and the teacher consultant. Each new teacher is encouraged to write reflections daily in a log book which is monitored by the teacher consultant during site visits that take place at least weekly. Advice is rendered informally through such visits. Teacher consultants operate from a small office in one of the district's middle schools, but primarily they

[2] For more information on the Ohio statewide performance accountability system, see Internet site http://www.ode.state.oh.us/pa/pa_CIP.htm.

are "circuit riders" traveling from site to site, using cellular phones to communicate and clipboards, mobile file boxes, and laptop computers to maintain their records.

The Permanent Teacher Intervention Program (PTIP) has been designed to assist permanent teachers who have been identified by their principal as being in serious professional jeopardy. The goal of the program is to provide assistance and support in order to make a coordinated, cooperative and concerted effort to improve the struggling teacher's performance.

In California, the Education Code requires that principals formally evaluate each teacher under their supervision every two years. In Poway, when a permanent teacher receives an overall unsatisfactory evaluation from the principal, he or she may then voluntarily request assistance of a consultant from the Poway Professional Assistance Program (PPAP). The consultant's role in these cases is supportive, *not* evaluative. The site administrator is responsible for evaluating the teacher's performance. Working together, the teacher, administrator, and consultant develop an individualized improvement plan.

Whether the teacher accepts or rejects PTIP assistance after the first unsatisfactory evaluation, a *second* unsatisfactory rating from the site administrator permits the PPAP Governance Board to place the teacher in a *mandatory* program of assistance. A consultant is assigned (or if PTIP assistance has already begun, continues) to work with the teacher.

The formal evaluation of a teacher placed in mandatory PTIP assistance will be conducted by an Evaluation Team composed of the site evaluator, a District administrator, and a third person chosen by the PPAP Governance Board. Classroom observations conducted by the Evaluation Team may be completed individually or collaboratively, but the final written evaluation will be a collaborative effort and signed by all three members. The length of time the teacher is placed in the mandatory assistance program will be determined by the PPAP Governance Board on a case-by-case basis, but PTIP assistance does not continue indefinitely.

Since the PPAP program began, well over half of Poway Unified's 1600 teachers have participated in the program as new teachers. Some of the teachers who were trained in PPAP have since become mentor teachers, administrators, or leaders in curriculum development. Some of the new teachers have also returned to participate in the Poway Professional Assistance Program as teacher consultants. Not all new teachers were successful, of course. Of the 800 teachers who went through PPAP over the period of 1988 - 1999, 34 were not renewed for a second year. Of the remaining 766 who then went through their second year, 12 were not renewed for tenure.[3]

[3] Interview with David Hughes, Assistant Superintendent for Personnel, Poway Unified School District, May 1998.

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Peer Review in Columbus

The origins of the Columbus peer review program can be found in a 1985 joint committee of the Columbus Education Association (CEA) and the Board of Education, charged with the task of improving the quality of teaching in Columbus schools. The committee proposed the Peer Assistance and Review (PAR) Program based on a model that had just begun operation in Toledo, Ohio. Their proposal was ratified by a 96 percent vote of CEA's Legislative Assembly, and a unanimous vote by the Columbus Board of Education. The program began operation in Fall, 1986.

As with the Poway PPAP program, the PAR program consists of two parts: The Intern Program and the Intervention Program. Both programs rely on the use of PAR Consultants, selected from the teaching staff of the district after an elaborate process of recommendations and interviews. Their training is an ongoing process. Consultants serve for a maximum of three years. Both programs are governed by a PAR panel which includes both administration and teachers.

The Intern Program is mandatory for all teachers newly hired by Columbus Public Schools, even those with previous experience. The intern segment of the PAR Program is designed to offer all newly hired teachers the support, advice and direction necessary to make the first year's experience in the Columbus Public Schools as successful as possible. Consulting teachers work with newly hired teachers to assist and evaluate their classroom performance.

The PAR Panel recruits, trains, and assigns a PAR Consultant to each intern. The consultants are released full-time from classroom assignments in order to visit interns assigned to them. Each consultant spends approximately 80 to 100 hours in direct classroom observations and conferences. The number and length of visits may vary in order to meet individual needs of the intern. During the year, PAR Consultants prepare at least one interim report for each intern. A final evaluation includes a recommendation on whether the intern should receive a contract for the next year. PAR Panel members who hear these evaluations make final employment recommendations to the superintendent.

The Intervention Program, also as in Poway, is designed to assist experienced teachers who are having difficulty. An elaborate process of checks and balances governs the referral of a teacher to this program. A referral can be initiated by either an administrator or another teacher. A teacher may also self-refer to obtain PAR Program assistance. Once a teacher is approved for intervention, a PAR Consultant is assigned. Since there is no time limit, assistance is continued as long as the teacher is progressing at an acceptable rate. Formal evaluations are not conducted by administrators while a teacher is in intervention.

The brochure on the PAR Program published by the Columbus teachers union states this about PAR: "It is important to understand that teachers referred for assistance are not being written off as unsuccessful teachers that must be removed from the profession. Teachers referred to the

program are viewed as valuable professionals and human beings who deserve to have the best resources ... provided to them in the interest of improving performance to a successful standard." (Columbus Education Association, 1998).

The PAR Panel monitors the progress of each participant by reviewing status reports regularly submitted by the PAR Consulting Teacher. When a final status report from a Consultant states that the PAR Program Participant needs no further assistance, or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. The co-chairs of the PAR Panel then confer with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement, rather that he/she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the director of Personnel Services for inclusion in the participant's personnel file.

Over the first ten years of operation of PAR in Columbus, the program served 3,312 teachers in the Intern component and 178 teachers in the Intervention component. Of these, the district reported that 3,094 new teachers, or 93.4 percent, were evaluated out successfully. Of the veteran teachers in the Intervention program, 78 or 43.8 percent were released in good standing. Most of the experienced teachers for whom PAR intervention was not successful either resigned voluntarily, retired, or took a disability retirement. Only two were terminated.

In a 1997 article by Bob Chase, the President of the National Education Association, it was noted that Columbus managed to retain 85 percent of its new teachers after five years, compared to a national rate of 50 percent in urban school districts. This article also cited polling data that revealed that 90 percent of the Columbus teachers and administrators supported the program (Chase, 1997).

Survey Procedure

The survey consisted of a traditional "paper-and-pencil" questionnaire sent to both of teachers and site administrators in Poway and Columbus during the 1999-2000 school year. The survey targeted a 100 percent sample of the teachers and site administrators within a subset of schools in each district. In Poway, ten of the district's 28 schools were chosen for the survey, including seven elementary, two middle, and one high school. Together, these ten schools have a certificated staff of about 550 out of a district total of 1,635 (34 percent). The schools were chosen initially by the researcher, but modified by central office staff to assure that it would be as representative as possible. Questionnaires were also sent to all consulting teachers employed by the peer evaluation program in each district.

In Columbus, twenty-eight of their 141 schools were surveyed (20 percent). These schools comprise approximately 749 certificated staff out of an overall district total of 3,700 (20

percent).[4] As in Poway, questionnaires were also sent to all consulting teachers employed by the peer evaluation program in each district.

For each school, initial contact was made with the site principal by means of a letter approximately 3 weeks before the questionnaires were to be mailed out. In one Poway school, this first letter generated a call from a principal declining to participate. Her reluctance to participate stemmed from the fact that the school was facing a major division of the staff in the coming year, as attendance areas were being re-drawn to accommodate a new school nearby.

The questionnaires were then sent out with a cover letter directly to each school, via first-class mail. The cover letter requested that the school secretary distribute the questionnaires to all certificated teachers and site administrators using the staff mailboxes at the site. Each questionnaire was accompanied by a return envelope. Once completed, questionnaires were to be sent in district mail to a central office administrator, where they were collected and returned unopened to the author. Each school was given a small stipend of $25 - 100, depending on the level of the school, in return for their cooperation with the survey.

In March, a follow-up survey was sent to most of the sampled schools in the Poway district. This follow-up survey was also preceded by a site visit, in which teachers and administrators were encouraged to complete the questionnaires in order to improve response rates. A follow-up survey was not conducted in Columbus, although the low response rate in that district (less than 15 percent of the sample) meant that the survey would yield relatively weak reliability and validity. A follow-up survey in the Columbus Public Schools was determined to be unnecessary due to the availability of an alternative source of data from the district's own "Annual Building Survey" which generated a response rate of close to 100 percent from all Columbus teachers. (Data from this secondary source have not yet been analyzed, however).

III. Results

A total of 310 questionnaires were returned from the 1,312 educators targeted, for an overall return rate of 23.6 percent. Of these, 110 were from Columbus and 202 were from Poway. The return rate was 13.9 percent for Columbus, and 36.1 percent for Poway.

[4] The reason for the larger sample size in Poway stemmed from the fact that the district has only three high schools. Since the sampling design required distribution of questionnaires to all staff at each site, and since at least one school was to be chosen at each level (elementary, middle, and high), the sampling ratio of 1/3 was dictated by the configuration of the three high schools.

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Survey Response: Columbus Public Schools

Table 2 on the following page provides a breakdown of the completed survey return rates for each of the 28 schools in Columbus, and for the district as a whole. Table 2 reveals that 6 of the 28 schools had no returns, including five elementary schools and one high school. Another three elementary schools had only 1 response. Only eight schools achieved a response rate of 20 percent of better. Overall, the three high schools had a response rate of 8.6 percent; however if High School C with its null response is excluded, High Schools A and B had an average response rate of 14.4 percent. Overall, the five middle schools had an average response rate of 21.9 percent, whereas the twenty elementary schools had an average response rate of only 12.7 percent.

These low response rates for Columbus were disappointing, and may result from a variety of factors. These include a structural problem with the survey procedures, such as the reliance upon school site personnel for logistical and professional support. The school secretaries were expected to distribute the questionnaires, and in almost all cases this did occur. In at least one case, however (High School C), it probably did not occur. In others, the questionnaires might have been distributed, but staff may have viewed the principal as providing little or no support for the survey. Repeated telephone calls to the school offices were not returned in several instances.

The fact that completed questionnaires were to be returned in envelopes directed to the district's Evaluation Services office, using inter-district mail, might also have contributed to the poor response in some sites. Teachers and principals are clearly aware that the entire district has been declared by the State's accountability system to be in an "academic emergency." They are also likely to know that this procedure may soon result in a State-imposed receivership for the entire district. In these circumstances, it is likely that there is low system-wide morale, and/or a high level of distrust and antagonism between site staff and the central office.

An additional factor that may have contributed to the low response is the fact that Columbus educators regularly undergo an "Annual Building Survey" in the Spring of each year, a process which is familiar to them and which they were likely to be anticipating. This survey uses a very similar questionnaire with many questions that are similar or even identical to this Peer Review survey. It is administered to all teachers and site administrators, and a response is required by the district. (In fact, had the author been informed of the district's planning for this survey, a separate survey would not have been undertaken due to the prospect of "questionnaire fatigue" on the part of the respondents).

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Table 2: Overall Return Rates, Columbus Public Schools

School ID	Certificated Staff	Q'aires Returned	Percent Returned
High School A	70	13	18.6%
High School B	62	6	9.7%
High School C	90	0	0.0%
Middle School D	36	12	33.3%
Middle School E	40	4	10.0%
Middle School F	42	4	9.5%
Middle School G	29	7	24.1%
Middle School H	31	12	38.7%
Elementary School I	16	4	25.0%
Elementary School J	18	5	27.8%
Elementary School K	21	1	4.8%
Elementary School L	16	0	0.0%
Elementary School M	17	7	41.2%
Elementary School N	13	0	0.0%
Elementary School O	22	0	0.0%
Elementary School P	25	5	20.0%
Elementary School Q	17	3	17.6%
Elementary School R	15	2	13.3%
Elementary School S	17	0	0.0%
Elementary School T	21	1	4.8%
Elementary School U	18	2	11.1%
Elementary School V	14	5	35.7%
Elementary School W	15	3	20.0%
Elementary School X	20	2	10.0%
Elementary School Y	30	0	0.0%
Elementary School Z	13	3	23.1%
Elementary School AA	20	2	10.0%
Elementary School AB	14	1	7.1%
School ID Missing		1	
PAR Consultants	32	5	15.6%
Totals:	**794**	**110**	**13.9%**

Table 3 below provides the breakdown of the respondents to the Columbus survey by age, years' teaching experience, gender, school level, and position with comparisons to district-wide data, where available.

Table 3: Characteristics of Survey Sample for Columbus Public Schools, and Comparison to Overall Staff

VARIABLE	OVERALL DISTRICT	SURVEY SAMPLE				
Age & Experience	**District**	Sample Frequency				
		Valid	Missing	Mean	Median	Std. Dev
AGE	(n/a)	82	26	43.37	46	10.17
Years in Education	14.7 yrs* (mean)	106	2	16.34	15	10.31
Years in District	8.7 yrs** (median)	106	2	13.99	13	10.14
Gender	**District**	Sample Frequency	Sample Percent	Valid Percent	Cumulative Percent	
Female	77.4%	83	75.9	82.8	82.8	
Male	22.6%	17	15.7	17.2	100.0	
Total Valid	100.0%	100	91.7	100.0		
Missing	n/a	10	8.3			
Total		110	100.0			
School Level	**District**	Sample Frequency	Sample Percent	Valid Percent	Cumulative Percent	
Elementary School K - 5 or 6	49.0%	46	40.7	41.1	41.1	
Middle School 6 - 8	22.1%	39	36.1	36.4	77.6	
High School 9-12	26.8%	19	17.6	17.8	95.3	
PAR Consulting Teachers	0.1%	5	4.6	4.7	100.0	
Total Valid	100.0%	109	99.1	100.0		
Missing	n/a	1	.9			
Total		110	100.0			

Table 3, continued

Current Position	District	Frequency	Percent	Valid Percent	Cumulative Percent
Regular Classroom Teacher, Special Ed Teacher, or Other Teaching Position	94.3%	103	93.6	94.5	96.3
Site Administrator	5.7%	6	5.5	5.5	100.0
Total Valid	100.0%	109	99.1	100.0	
Missing		1	.9		
Total		110	100.0		

The Columbus sample, unlike the Poway sample, differs from the profile of the overall district with respect to their years of experience in education, and also their years of experience in the district. Teachers who returned the survey appear to have about 1.5 years' more overall teaching experience than the district's teachers as a whole (although the district data is three years old). In addition, the respondent teachers have over 5 years' greater experience in the Columbus district than the typical teacher. The average age for all Columbus teachers was unavailable. Nonetheless, the mean and median age of the respondents in the sample, 43-46 years, also appears to be older than expected for the Columbus district, which has experienced very high turnover recently as a result of a "golden handshake" retirement incentive program.

The gender breakdown shows that proportionally more female teachers than males responded to the survey: The Columbus district's teaching staff is only 77.4 percent female (as of 1999/2000), but the respondent group was 82.8 percent female. In this respect, the Columbus sample is very similar to the Poway sample, which was also weighted toward female teachers – in fact, by a differential that was almost identical.

As to the school level of the respondent group, the respondent group is heavily concentrated in the middle-school grades, with 36.4 percent of the respondent group at this level versus 22.1 percent of the overall staff. Both elementary and high schools are under-represented relative to the district breakdown. Elementary staff represent 49 percent of the district's teachers, but only 41.1 percent of the sample group.

The questionnaire drew responses from six site administrators in Columbus. It is estimated that the 28 schools in the sample had a total of 42 site administrators from whom responses were expected. This total includes the 20 elementary principals, a principal and assistant principal at each of the eight secondary schools, and two additional assistant principals at each of the three high schools. Only three of the 20 elementary school principals responded to the survey. The other respondent administrators included two middle school principals and one high school principal. The overall 14.3 percent response rate among administrators is similar to the response rate of the entire group (13.9 percent).

In summary, the Columbus sample appears to be significantly more experienced than the overall CPS staff. It is also biased toward female teachers, and toward middle school educators. The lack of participation by elementary principals also diminishes the validity of some parts of the analysis.

The Columbus data showed that 53.5 percent of the sample had been through the PAR program in their first year. In addition, 3.7 percent indicated that they had been involved in PAR in subsequent years. It was not possible to obtain definitive data with respect to the number of all Columbus teachers who have been through the PAR program, but a reasonable proxy can be obtained using the number of teachers with less than 15 years' experience with Columbus Public Schools (CPS). This proxy is useful because since 1986, all new teachers hired have been subject to the PAR program in their first year, regardless of how many years' experience they may have had in other districts. According to data supplied by the Personnel office for CPS, approximately 69.7 percent of the staff have had fewer than 15 years' experience in Columbus Public Schools, which indicates that about 2/3 of all Columbus teachers should have had some experience with the PAR program in their initial year.

As a result, it appears that the Columbus sample is under-represented with teachers who have been through PAR – just over half of the sample, versus an estimated 2/3 district-wide. This is consistent with the demographic characteristics noted above, showing that the sample is significantly more experienced overall than the district's overall staff, with a sample median of 13 years' experience in CPS versus a median of 8.7 years overall.

There are at least two explanations for this disparity: First, the newer teachers who had been through PAR may have been less likely to complete the questionnaire because they perceive their time as more limited than experienced teachers. Second, respondents may have been confused by the question's reference to their early evaluation being completed by "other teachers," and did not consider their PAR "teacher consultant" to be a teacher. Finally, they might simply have failed to recall that PAR consultants conducted their first evaluations – in some cases, they may have occurred as long as fourteen years earlier.

Survey Response: Poway Unified School District

Table 4 on the following page provides a breakdown of the completed survey return rates for each school, and for the district as a whole.

Table 4: Overall Return Rates, Poway Unified School District

School Name	Total Staff	Total # Questionnaires Returned	% Response
High School "A"	163	42	25.6%
Middle School "B"	74	28	37.8%
Middle School "C"	75	38	50.7%
Elementary School "D"	44	16	36.4%
Elementary School "E"	40	13	32.5%
Elementary School "F"	38	19	50.0%
Elementary School "G"	43	19	44.1%
Elementary School "H"	41	5	12.2%
Elementary School "I"	32	13	40.6%
Subtotal:	550	193	35.1%
PPAP Staff:	9	9	100.0%
TOTAL (with PPAP Staff):	559	202	36.1%

As noted above, the return rate for all respondents (including the PPAP staff), was about 36 percent. The return rate for the nine consulting teachers who served as the district's peer evaluation (PPAP) staff was 100%. One school had a very poor return rate, however -- less than 13 percent. This school, Elementary "H", received a second round of questionnaires in order to improve the return rate; the initial response was only two, and the second round only resulted in three additional questionnaires being returned. The principal advised that no further effort should be made to obtain a better response rate.

Table 5 below provides a breakdown of the Poway survey respondents by age, years teaching experience, gender, and school level, and compares these characteristics with available data on the district staff as a whole.

Table 5: Characteristics of Survey Sample for Poway Unified School District, and Comparison to Overall Staff

VARIABLE		**SURVEY SAMPLE**				
Age & Experience	**District**	Sample Frequency				
		Valid	Missing	Mean	Median	Std. Dev
AGE	(n/a)	185	17	41.46	42.00	9.93
Ave. Years in Education	13.6 yrs	202	0	13.39	11.00	9.31
Ave. Years in District	10.9 yrs	202	0	10.06	8.00	8.24

Table 5, continued

Gender	**District**	Sample Frequency	Sample Percent	Valid Percent	Cumulative Percent
Female	74.7%	160	79.2	79.6	79.6
Male	25.3%	41	20.3	20.4	100.0
Total	100.0%	201	99.5	100.0	
School Level	**District**	Sample Frequency	Sample Percent	Valid Percent	Cumulative Percent
Elementary School K - 6	49.3%	85	42.1	42.1	42.1
Middle School 7 - 8	21.5%	66	32.7	32.7	74.8
High School 9-12	29.1%	42	20.8	20.8	95.5
PPAP	0.01%	9	4.5	4.5	100.0
Total	100.0%	202	100.0	100.0	
Current Position	**District**	Frequency	Percent	Valid Percent	Cumulative Percent
Regular Classrm. Teacher	1440 (88.9%)	152	75.2	75.6	75.6
Special Education Teacher	"Pupil Services" =	15	7.4	7.5	83.1
Other Teaching Position	80 (4.9%)	24	11.9	11.9	95.0
Site Administrator	107 (88.9%)	10	5.0	5.0	100.0
Total	1,637 (100%)	201	99.5	100.0	

* "Other teaching positions" included the nine PPAP consulting teachers, plus assorted reading specialists, counselors, ESL coordinators, technology specialists, and librarians.

Note: All district-wide data obtained from California Department of Education, Educational Demographics Unit at web site http: data1.cde.ca.gov dataquest.

Examining Table 5, the Poway sample appears to be relatively close to the district as a whole with respect to years' experience in education and years' experience in the district. For the respondents, the mean years' experience in teaching was 13.39, very close to the district average for 1998-99 of 13.6. Average years experience in the Poway District was also very close to the district average, 10.06 versus 10.9. The average age of all Poway teachers was unavailable; however, the mean and median age of the respondents in the sample, 41-42 years, is close to the statewide average of 43.1 years for 1997-98, the last year for which these data are available. The gender breakdown shows that proportionally more females than males responded to the survey: The district's teaching staff was only 74.7 percent female (as of 1997/98), but the respondent group was 79.2 percent female, a 5.5 percent differential.

As to the school level of the respondent group, it appears that the respondent group is heavily concentrated in the middle-school group, with 32.7 percent of the respondent group versus 21.5 percent of the overall staff. Both elementary and high schools are under-represented relative to the district's staff as a whole.

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Finally, the respondents included ten site administrators. It is estimated that the nine schools in the sample had a total of 15 site administrators, including the six elementary principals, a principal and assistant principal at each of the three secondary schools, and two additional assistant principals at the high school. Only two of the elementary school principals responded to the survey; the other eight were evenly divided between one of the middle schools and the high school. Overall, the return rate of two-thirds of the site administrators in the subject schools is high.

In summary, the Poway sample appears to be generally representative with respect to the experience level of the staff. It is slightly biased, however, toward their female staff. The sample includes a disproportionately high number of middle school educators. The low participation of elementary school principals presents some minor difficulties with the analysis.

It is also helpful to analyze the survey responses to determine the percentage of respondents who reported having gone through their respective district's peer evaluation program. In Poway, 45.5 percent of the sample reported that they had gone through the PPAP program in their first year. Although district-wide data on this factor is difficult to obtain, a proxy can be used: The PPAP program has been in place since 1987, and as of that date, all teachers have been required to go through the PPAP program in their first year of teaching in Poway (with only a few exceptions). In 1998-99, the district reported that the median number of years of experience among their teaching staff in Poway was 10.9 years. Thus, as of that year (1998-99), just under 50 percent of the teachers had been hired since 1987 and, accordingly, should have gone through PPAP. In 1999-2000, the district hired more new teachers than in previous years, leading to the conclusion that the an even higher percentage of Poway teachers has now gone through PPAP. Thus, there appears to be at least a 4-point disparity between the percentage of respondent teachers who reported going through PPAP (about 46 percent), and the percentage of all teachers in the district who should have gone through PPAP (probably over 50 percent).

This disparity of 5+ points is of some concern, particularly because the average years' experience of the teachers in the respondent group is so close to the district-wide average. It may be that respondents were confused by the question asking whether any of their evaluations had been performed by other teachers; perhaps they did not regard their "PPAP teacher consultant" as another teacher. Alternatively, perhaps due to the span of ten or more years, some teachers simply failed to recall that their first evaluation was conducted with the PPAP program. The disparity is sufficiently narrow, however, that the survey responses can probably be considered as broadly representative of the district's staff with respect to experience in the PPAP program.

Main Findings

Opinions of District Evaluation Process

The first part of the survey asked six questions about how the respondents felt about their districts' evaluation process. Responses were organized in a five-part Likert-type scale, with options, with labels as follows: "1 - AGREE"; "3 - NEUTRAL"; and "5 - DISAGREE." Teachers in both districts had generally positive, but somewhat varying perspectives on the peer evaluation programs in use in their schools, as shown in Table 6 below. Note that a lower mean indicates that teachers had a positive opinion of their district's evaluation process.

Table 6: Respondents' Opinions About District's Evaluation Process

The Evaluation Process in My School:	**Columbus**		**Poway**	
	Mean	Variance	Mean	Variance
1. Clearly differentiates among the skill levels of all of our teachers.....	2.96	1.29	2.68	1.34
2. Results in a fair evaluation of teacher performance.	2.37	1.23	2.11	1.09
3. Improves the quality of teaching among our teachers.	2.70	1.34	2.34	1.25
4. Generally contributes to my own professional growth.....	2.41	1.49	2.17	1.31
5. Improves the degree to which I communicate with other teachers in my school.	2.93	1.43	2.73	1.46
6. Adds to the sense of shared values and standards among the teaching staff.	2.89	1.42	2.55	1.40
7. Is based upon a set of professional and technical standards that are clear to me.....	2.57	1.66	1.92	0.90

Teacher Influence in School Decisions

The survey included six items that requested respondents to identify the degree to which teachers had an influence in various activities and decisions in their school. The response format for these items was a six-part Likert-type scale with "0" being "No Influence," and 5 labeled "A Great Deal of Influence." These same items about teacher influence on school decisions had also been asked of about 47,105 teachers and principals in the 1994-96 Students and Staffing Survey (U.S. Department of Education, 1996).

Table 7 below provides the mean score of responses to these six "teacher influence" items for each district, and compares these sample means to the mean score from the national SASS survey. Note that a higher mean indicates that teachers perceive that they have a greater influence on school decisions, and a score of 2.0 or higher is considered to be relatively high influence. Also, this table provides results of a *t*-test of the significance level of the difference between each district's mean and the national sample from the SASS survey. Each of the reported means are significantly higher than the SASS study at the .01 level of significance, except for Columbus' mean on the first item about setting discipline policy. Even that item is significant at the .05 level, however.

Table 7: Teacher Influence on School Decisions

Actual influence that teachers in my school have on...	**Columbus** *(N=110)*		**Poway** *(N=202)*		**SASS** *(N=47,105)*	
	Mean	**Var.**	**Mean**	**Var.**	**Mean**	**Var.**
1. Setting discipline policy	3.01*	1.92	3.11**	1.92	2.67	2.39
2. Determining content of in-service programs	3.23**	1.86	3.02**	1.87	2.57	2.29
3. Hiring new teachers	3.29**	2.17	2.75**	1.92	0.95	1.84
4. School budget spending	2.20**	1.97	2.42**	1.87	1.30	1.95
5. Evaluating teachers	1.22**	1.91	1.38**	1.67	0.66	1.18
6. Establishing curriculum	2.41**	2.39	3.13**	1.86	2.79	2.27

* *.05 level of significance*
** *.01 level of significance*

Professional Commitment

Another portion of the survey, entitled "Your Success as an Educator," asked teachers only (no administrators) to provide two key indicators of their self-assessment as educators. The first item in this section requested that they use a five-part Likert-type scale to state whether they would choose to become a teacher again, if they could go back to their college days. Previous surveys have used an item like this as a proxy for overall "professional commitment" by survey respondents (National Center for Education Statistics, 1997). Table 8 provides the percentage distribution of responses for this item for each of the two districts, and for the national sample in the Schools and Staffing Survey. The mean for both districts was significantly lower than for the national sample, with the t-test of significance exceeding the .01 level of significance.

Table 8: Percentage Distribution of Respondents by Reported Likelihood of Becoming a Teacher Again

If you could go back to college days and start over again...	**Columbus** *(n=110)*	**Poway** *(n=202)*	**SASS** *(n=47,105)*
1 - Certainly would become a teacher.....	46.7%	54.7%	36.5%
2 - Probably would become a teacher	25.7	26.0	26.1
3 - Chances about even for and against.....	10.5	8.3	17.2
4 - Probably would not become a teacher...	14.3	8.9	14.3
5 - Certainly would not become a teacher...	2.9	2.1	5.8
Total:	100.0	100.0	100.0
Mean	2.01 **	1.78 **	2.27
(variance)	(1.41)	(1.13)	(1.56)

** *Significant at .01 level.*

The next item in this section of the questionnaire asked the teachers to indicate how much progress they feel they have made as educators between their first evaluation and their most recent evaluation. For each of these milestones, the question asked respondents to recall how they were rated, using a six-point rubric ranged as follows:

1. Not satisfactory - needed to improve in order to continue teaching
2. Satisfactory, but needed improvement in almost all areas of my teaching
3. Satisfactory in some domains, but needed to improve in most areas of teaching
4. Satisfactory in most domains, but needed to improve in one or two others
5. Proficient in all domains of teaching; little improvement needed
6. Master or mentor teacher; an example for other classroom teachers

Figure 1 and Figure 2 below illustrate how the teachers in Columbus and Poway, respectively, viewed their own performance over the span of their careers. Each figure shows the percentage distribution of self-reported scores on the six-point rubric from the respondents' first evaluation, as well as the equivalent score from their most recent evaluation.

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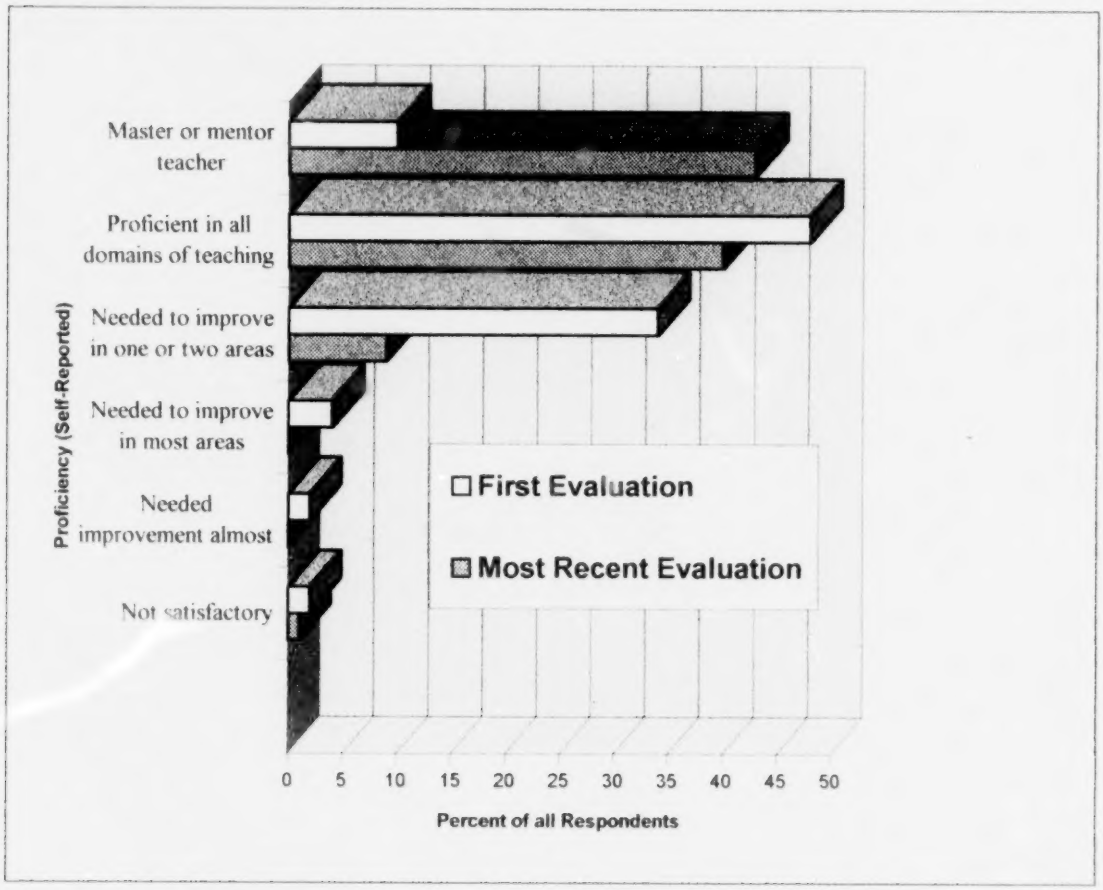

Figure 1: Self-Reported Proficiency in First and Most Recent Evaluations, Columbus

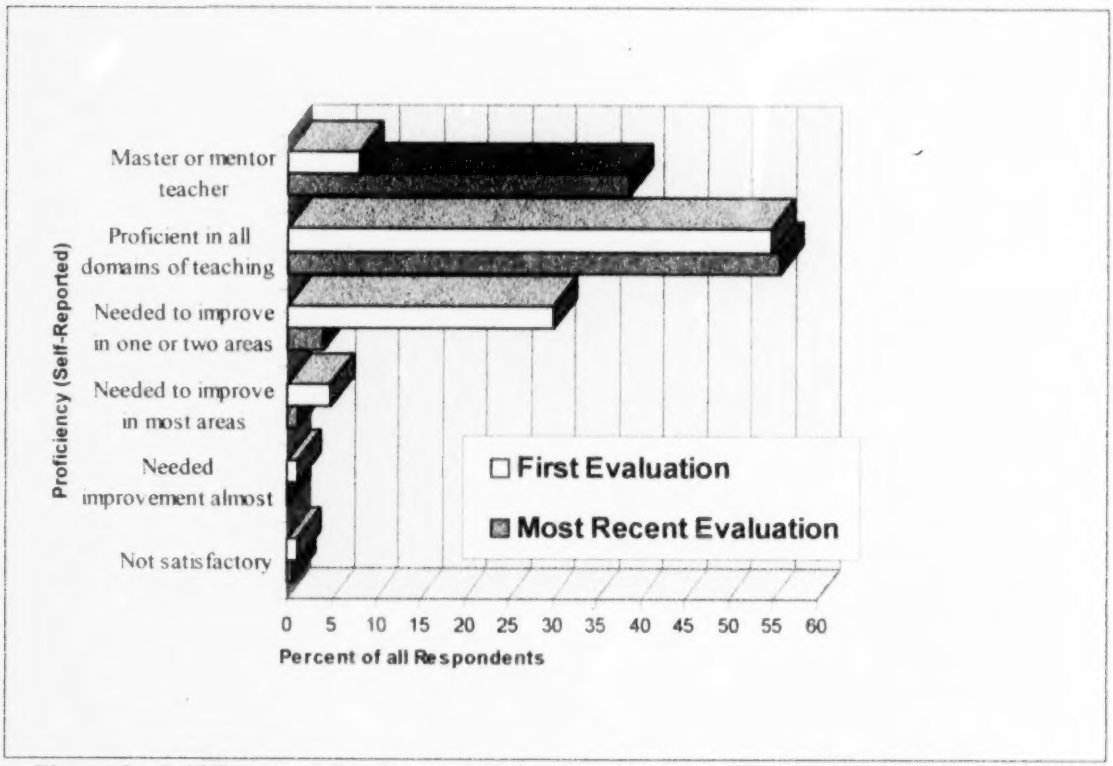
Master or mentor teacher
Proficient in all domains of teaching
Needed to improve in one or two areas
Needed to improve in most areas
Needed improvement almost
Not satisfactory
Proficiency (Self-Reported)
First Evaluation
Most Recent Evaluation
0 5 10 15 20 25 30 35 40 45 50 55 60
Percent of all Respondents

Figure 2: Self-Reported Proficiency in First and Most Recent Evaluations, Poway

The last structured-response item in the survey asked whether, as a result of any of their evaluations, the respondent had taken any of six specific steps to improve their performance as a teacher. These steps included, for example, attendance at staff development events or training; enrolling in special courses; working more often with other teachers, etc. Table 9 summarizes the results from this item:

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Table 9: Steps Taken to Improve Teaching as a Result of Evaluations

As a result of any of your evaluations, did you take any of the following steps to improve as a teacher?	Columbus		Poway	
	N	%	N	%
a. Began to attend regular district-wide or site-based staff development events or training	43	39.1%	74	36.6%
b. Enrolled in special course(s) or training to improve my skills	41	37.3%	59	29.2%
c. Allowed other teachers to observe and coach me	33	30.0%	50	24.8%
d. Began to observe other teachers to learn about their practices	44	40.0%	85	42.1%
e. Began to work more often with other teachers within my grade level or content area	43	39.1%	84	41.6%
f. Began to work more often with other teachers outside my grade level or content area	27	24.5%	33	16.3%

School Climate

The third section of questions in the survey asked respondents to use a four-part Likert-type responses to assess various components of their school's "climate." Teachers were asked to complete responses to twelve items; administrators were asked only to respond to the first four. (Remaining items were deemed to be applicable only to teachers). Table 10 provides the responses for each of these items for both districts, and for the national data set in the Schools and Staffing Survey. For all three groups, responses for administrators and teachers are provided together. Results that are significantly different from the national sample in the SASS study are identified with asterisks: The single "*" indicates that the difference between the district and the SASS sample is significant at the .05 level of significance, while a "**" indicates significance at the .01 level.

Table 10: Responses to School Climate Items

IN THIS SCHOOL...	**Columbus** *(N 110)*		**Poway** *(N 202)*		**SASS** *(N 47,105)*	
	Mean	**Var.**	**Mean**	**Var.**	**Mean**	**Var.**
1. Most of my colleagues share my belief/values about what the central mission of the school should be	1.82	0.52	1.71**	0.46	1.92	0.57
2. Goals and priorities for this school are clear	1.67**	0.63	1.75*	0.53	1.89	0.64
3. Staff members are recognized for a job well done	2.01*	0.91	2.01**	0.75	2.23	0.85
4. There is a great deal of cooperative effort among staff members	1.92	0.86	1.80**	0.63	2.00	0.72
5. I make a conscious effort to coordinate the content of my courses with other teachers	1.74	0.61	1.54**	0.58	1.86	0.6
6. Teachers participate in most of the important educational decisions in this school	2.12**	0.71	2.05**	0.59	2.43	0.81
7. Teachers in this school are evaluated fairly	1.80	0.55	1.77	0.47	1.76	0.57
8. The school administration's behavior toward the staff is supportive & encouraging	1.67*	0.7	1.61**	0.56	1.88	0.81
9. The principal enforces school rules for student conduct and backs me up when I need it	1.60*	0.7	1.53**	0.47	1.82	0.81
10. The principal talks with me frequently about my instructional practices	2.24**	0.93	2.53**	0.77	2.71	0.87
11. I sometimes feel waste of time to try my best as a teacher	3.43**	0.9	3.62**	0.62	1.84	0.99

* *.05 level of significance*
** *.01 level of significance*

Open-Ended Comments

The survey provided space for the respondent to write out additional comments. Appendix A reports the written comments made by survey respondents in both districts. The comments have been organized into three categories, positive, neutral or mixed, and negative. The written comments from Poway tended to be far more positive than in Columbus: Of the 66 written comments provided by Poway respondents, almost half (31) were positive in nature. In Columbus, by contrast, only 11 of the 46 comments (less than 25%) were positive. Both districts had the same number of neutral and negative comments.

IV. Discussion

These preliminary findings provide some support for the first hypothesis that peer evaluation programs will foster individual professionalism, but less support for the secondary hypothesis that this effect will also improve professional community.

Opinions of District Evaluation Program

As shown in Table 6 above, educators in both districts generally hold favorable opinions about their districts' evaluation program. (It must be acknowledged, however, that no national sample exists with which to compare these responses).

For all six items, respondents in Poway were more positive than those in Columbus – particularly for item #7, "The evaluation process in my school is based on a set of professional and technical standards that are clear to me." The mean response by Poway educators was 1.92 for that item, the most positive of any of the seven items for either district and the variance of 0.92 was the narrowest. The strength of this opinion may be attributed to the fact that Poway has spent considerable time in recent years in developing a specific set of performance standards for its teachers (Poway Unified School District, 1999).

For Columbus teachers, the most favorable response was to item #2, "Results in a fair evaluation of teacher performance," with a mean score of 2.37. Columbus respondents also gave relatively high marks to item #4, "Generally contributes to my own professional growth," with a mean score of 2.41.

The weakest aspect of their district's evaluation program for Columbus respondents was #1, "Clearly differentiates among the skill levels of all of our teachers." The mean score for this item was 2.96, close to the "neutral" rating of 3.

Neither district reported strong agreement with the statement that their evaluation program "Improves the degree to which I communicate with other teachers in my school" (item #5 in

Table 6). Columbus educators gave this item a 2.92 mean score, close to neutral. For Poway, the mean score was not much better at 2.73, the lowest rating of any of the six items for that district. These results provide no support for the hypothesis that a district with peer evaluation would demonstrate higher levels of internal cooperation and communication among its teachers. Apparently, these two districts have not found that their peer evaluation programs would significantly improve communication among teachers.

Teacher Influence in School Decision-Making

Table 7 shows that in both Columbus and in Poway, respondents believe that teachers have a strong influence on most policy matters, at least compared to perceptions of the national sample. Only in one case, "Establishing curriculum," did the national sample out-score one of the two districts (Columbus). It is notable, however, that the "Evaluating teachers" item drew the weakest response for both districts. The mean score for this item of 1.22 and 1.38 is about twice the average response for the national sample, but it is far lower than mean scores for any other item. This relatively weak showing indicates that most teachers believe they have almost no influence over the evaluation process. The scores for the two subject districts are significantly weaker than expected, given the fact that teachers conduct most evaluations.

The weak response to this item might be attributed to the wording of the question, which asks how much influence is accorded to "teachers at my school" over these activities. The evaluation program is a district-wide responsibility and does not function as a site-based program. Thus, it is quite logical for many teachers to feel that teachers at their site have little or no influence over evaluations.

The most significant disparity between the districts and the national sample is in the area of hiring new teachers (item #5). The national sample of teachers gave this item a very weak score, just under "1" on the average. Educators in Columbus felt, however, that teachers have a very strong influence on hiring (3.29). In Poway, respondents gave this item an average score of 2.75, also much higher than the national sample.

Professional Commitment

In Table 8 above, it is clear that the respondent teachers in Columbus and Poway are significantly more committed to their profession than the national sample, and hold a stronger bond to their chosen career. In Poway, in particular, the respondents were far more likely to indicate they would stay with teaching if they were to go back to their college days. Even in Columbus, however, an inner-city school district with a large academic performance deficit, almost three-quarters of the teachers indicated that they would "certainly" or "probably" become

a teacher again. Fewer than two-thirds of the national sample chose these responses. Both districts' responses were significant at the .01 level.

In Figures 1 and 2 above, the respondents reported strong evaluation results – even for their first evaluations, but especially for their second. There is no comparable national data with which to compare these data, however the results show an interesting pattern. Relatively few teachers report that their first evaluation revealed a need to improve. In fact, 10% of the Columbus teachers and 8% of the Poway teachers reported that their first evaluations rated them as a "master or mentor teacher," which seems highly unlikely.

The mean score for the first evaluation in Columbus was 4.54 (counting each point on the scale, i.e. 1=not satisfactory, 6=master teacher). The mean score for the most recent evaluations was 5.32 – an improvement of only 0.78 point. In Poway, the reported improvement was even smaller, from 4.61 to 5.30. Subsequent research will attempt to correlate these self-reported levels of improvement with respondents' experience with peer evaluation.

Table 9 provided information about the steps taken by the respondents to improve their teaching in response to their evaluations. Four of the six options listed were taken by about 40% of the teachers in both districts: Attendance at staff training events, enrollment in special training, and observing or working with other teachers.

Fewer teachers in both districts reported having participated in special courses or training. In fact, Poway's teachers reported much lower participation in such training – fewer than 30%, versus 37% in Columbus. The higher participation in special courses among Columbus teachers might be attributed to the fact that they can take advantage of such courses through Ohio State University, which is located in Columbus. Poway teachers have a 30-mile distance separating them from the nearest teacher-training college at San Diego State University.

It is notable in Table 9, however, that relatively fewer teachers reported that they have allowed other teachers to observe and coach them. Still fewer reported that they began to work with other teachers outside their grade level or content area. Here again, no national data is available with which to compare these levels of participation.

It should also be noted that several teachers appended written comments to this item, stating generally that they took these steps not as a result of an evaluation, but through their own interest in professional growth and improvement.

School Climate

A very interesting pattern of responses is revealed in Table 10: Responses to School Climate Items. For Poway, and in most cases for Columbus as well, the two districts rated these eleven school climate indicators much more positively than did the national sample of teachers, with

mean scores almost all significantly lower than the SASS survey. (Recall that the lower the score, the higher the level of agreement of the respondent with the statement).

There is one glaring exception to this pattern for both districts: Item #7, "Teachers in this school are evaluated fairly." There is no significant difference in the scores between the two subject districts and the national sample for that item. In fact, Columbus educators rated their schools slightly more poorly, 1.80 v. 1.76 for the national sample – though not statistically significant.

For all the other school climate items, however, teachers in these two peer-evaluation districts reported higher levels of cooperation, coordination, participation, sharing of values, supportive administration, and general communication. Poway showed statistically significant differences in all areas except the "fair evaluation" item, while Columbus teachers had non-significant differences in only four of the eleven items. These four included the "fair evaluation" item as well as shared values, cooperative effort, and coordinated course content.

The last item, #11, is of special interest: "I sometimes feel it is a waste of time to try my best as a teacher." The strong "disagree" response by teachers in the two study-area districts indicates significantly higher self-efficacy than that reported by the national sample. Indeed, this item shows the widest disparity of any of the items in Table 10, with mean scores for Poway at almost twice the level of the national sample, and Columbus scoring almost as well. Thus, the survey does appear to show higher-than-average levels of satisfaction and a feeling of effectiveness toward their work in both districts.

In summary, this survey of educators in two districts that have utilized successful peer evaluation programs has demonstrated support for both hypotheses, although support is stronger and more consistent for the first hypothesis than for the second. There is strong evidence in both districts that individual teachers are significantly more committed to their chosen profession, on the average, than teachers in a national survey. There is also some evidence, although not as strong, that these two districts foster higher levels of internal cooperation, course coordination, sharing of values, and other indicators of professional community. Teachers also report a perception of relatively high influence on many key school-making areas. Finally, teachers in the two districts appear to be generally supportive of their evaluation programs, and they continue to grow professionally by joint observation and coaching, staff development, and other actions.

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APPENDIX: WRITTEN COMMENTS FROM RESPONDENTS

Many of the respondents also provided written comments to expand upon their multiple-choice, Likert-type responses. In Columbus, 44 respondents provided written comments. In Poway, 66 respondents wrote comments in the spaces provided.

Table 11 below provides edited versions of the most salient of those comments for each of the two districts. For each district, comments are numbered and organized into three sections: First are the generally *positive* comments (prefix "P-#"), followed by *mixed* or *neutral* comments (prefix "M-#"), and finally the *negative* comments (prefix "N-#").

Table 11: Written Comments on District Evaluation Program, by District

COLUMBUS		POWAY	
POSITIVE:		**POSITIVE:**	
P-1	The PAR program that I participated in my 1st year was very helpful. I felt that it contributed to the quality of my teaching and that it resulted in a fair evaluation. After the first year, the building principal evaluates teachers. This is less frequent, not as helpful, and usually results in little or no feedback."	P-1	Any teacher I know who has experienced our peer evals (PPAP) has appreciated all aspects of it and been thankful for its existence.
P-2	It is a good program, however, new teachers should have some peer assistance during their 2nd year of teaching.	P-2	Under previous principal, the evaluation process needed the start with a vision/goal, involve team (dept.) consensus and be completed as a team unit. Under new principal goal is to be set with PUSD's and our "ESLER's" - so far, a group has chosen our PRIDE. What a wonderful opportunity for a new teacher. To add to this many schools partner new teachers to PUSD with a team/dept. mentor. So PRIDE education as the foundation of our goal, set up monthly meetings to discuss and evaluate the adtivities and readings we agree upon. Students will be evaluated on a pre-designed rubric.
P-3	PAR has been very helpful. I've received a lot of different classsroom teaching and discipline techniques as a result of PAR.	P-3	I was evaluated under the old process by an administrator. I don't believe the above questions are pertinent to the old process. I did feel it was fair and my administrator/ evaluator was very helpful.
P-4	The PAR Program works! We need to figure out how to keep the process of PAR going throughout a teacher's career. (motivation)	P-4	Poway offers a wonderful alternative evaluation program for those who have 5+ years of experience. It offers us the opportunity to set our own goals that will make a significant contribution to student learning. In the last two years we developed a rubric (domains of professional responsibility) that will be used to evaluate our goals. I feel it is a wonderful evaluation program.

APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS		POWAY	
P-5	I had a wonderful experience in the PAR program	P-5	PPAP was exceptional process for new teacher -- I had so much quality feedback and support - great program! I was part of a group 2 years ago that helped re-write the wording on teacher evaluation forms
P-6	I had a wonderful first year experience, due to my PAR teacher. She gave sound advice that I continue to use in the classroom this year. Karen Evans was an excellent mentor	P-6	The PPAP program is wonderfully supportive and beneficial to all involved - the new teacher needs the guidance, the evaluator needs a break from the classroom, the Principal needs more time which the peer evaluator provides
P-7	Critical friends protocol should be encouraged systemwide. Making practice public is a sure way to develop professionally	P-7	My PPAP mentor is very supportive - she builds my confidence by praising me and also offers constructive suggestions to improve my practice on a regular basis
P-8	This is a very valuable program. It has proven to be successful by encouraging and guiding new teachers in the profession. Likewise, it provides early identification of individuals who do not have a talent for teaching and should pursue other professions. It is a great support for veteran teachers who are experiencing teaching difficulty	P-8	I really enjoy having the opportunity to choose Alternative Evaluation so that I may choose an area of interest/needs to improve or a program to enhance the curriculum for my students
P-9	My peer evaluator has been extremely supportive and helpful. She has never let me feel discouraged and gives positive feedback. She is wonderful!	P-9	I really enjoy being allowed to choose the alterantive evaluation program. I has resulted in some excellent sharing at our school. My first principal told me that he had never had a first year teacher as proficient as me. I've worked with children since I was a child myself
P-10	The PAR program was tremendously helpful to me. I valued the help I received from PAR. I struggled with difficult behavior problems which made that 1st year a nightmare. I'm glad I stuck it out for another year, because this year is so much more rewarding	P-10	My professional growth occurs because I feel I go above & beyond to expand my strengths in teaching through reflections and reading research. The alternative evaluation process allows me to do this however I don't believe all teachers use the alternative evaluation process for growth purposes
P-11	PAR has been a tremendous program for me as an administrator. Having a skilled teacher assist a first-year teacher with consistent and helpful feedback has helped many of my new teachers avoid frustration, forming ineffective habits, etc	P-11	I transferred to Poway as an experienced teacher, so was not eligible for PPAP. I am impressed by the PPAP program and philosophy, though
		P-12	Alternative evaluation on a project of my choice has been the most valuable source of growth
		P-13	PPAP was a terrific experience for me. It gave me a chance to blossom into a confident 1st year teacher. I enjoyed the 1-2 times/wk that I met with my consultant. She was as much a colleague as an evaluator
		P-14	The PPAP program is outstanding. The support both with curriculum and everything else (parents conferences, student behavior, class management...) was great

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
	P-15 I think it best meets the needs of new teachers. Depending on what is being done in the alternative evaluation process -- it too can benefit more experienced teachers. All of this is changing with new leadership this year. All of these would have been disagree last year.
	P-16 As a new teacher, I found the support and feedback offered by PPAP to be quite beneficial.
	P-17 I really thought the PPAP program was very helpful and my evaluator was great. He was very informative and taught me a lot of good things to use in my teaching.
	P-18 I like the fact that the 1st year, my evaluator was in my classroom once a week to observe and not only for formal observations. That way they have a real idea of my teaching.
	P-19 The PPAP evaluations were quite meaningful. Administrator evaluations vary greatly in quality and usefulness. I once had an assistant principal observe my class with a substitute teacher because he was up against the deadline for completing observations. I have also had some excellent administrative evaluations.
	P-20 I was part of PPAP year 1. Year 2, I was only visited twice - in the same week - so that my evals would be done on time (it was a paperwork mix-up & they thought I was a 3rd yr teacher). Yr 3 - no eval. Yr 4 - I will be evaluated, but haven't been visited. I have not participated in peer evaluation, however the informal feedback and regular visitations from PPAP my first year of teaching were incredibly helpful. I felt well supported and my transition into teaching was much smoother as a result. I don't think I realized the bureaucracy involved in teaching. That couple w/ long hours and teacher's salary makes me wonder if I'd have been as satisfied/fulfilled if I'd gone to work in the private sector for equally long hours, but more pay.
	P-21 When I was a new teacher, I benefited greatly from PPAP. Now that I am an administrator, I appreciate PPAP even more. I couldn't be more complimentary about PPAP and its positive effect on professional development.
	P-22 I am always evaluating my own performance and seeking new strategies. I find the formal review process, mandated by the state, to interfere with my professional development by requiring meaningless paperwork and trivial goals. PPAP does it right. Let someone watch and evaluate what really goes on

APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
	P-23 The PPAP is great. Not only was guidance given, but lesson plans and specific material was gathered for me. Current teaching trends and basic teaching strategies were offered along with current workshops and conferences. It is a shame that this program is not offered at a different level for all teachers no matter the amount of experience they have. Evaluation should be based on a set teaching standard, and not on whether you have met your own personal goals. That does tell you how well you are teaching.
	P-24 Alternative evaluations offered to teachers with 5 or more years experience is extremely valuable.
	P-25 The evaluation process for the first year is the most comprehensive, and worthwhile. The alternative evaluation (vet teachers may choose) is very worthwhile personally and professionally. To provide 3 different evaluation processes is very fair. Because of my very positive experience as a first year teacher under PPAP I decided to become a PPAP consultant. The PPAP program is much more than evaluative - it is a positive support net for the first year teacher.
	P-26 The eval process in PUSD hold non-tenured teachers to a higher level of competence. The evaluation process is as good as the evaluator conducting the evaluation.
	P-27 Q 18 assumes that peer evaluation would be school-site based. In PUSD, our peer review (PPAP) is a teacher-on-special-assignment district program. I believe it to be highly supportive and successful. I do not think a school site-based peer review would be welcome or effective - a little objective space is needed between consultant and teacher being served.
	P-28 I love my PPAP. She always has wonderful suggestions for me and is very positive.

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
	P-29 In reviewing the teacher evaluation standards while producing my goals for this year, I was surprised to actually see that we had standards for some of the areas that we do. One in particular, classroom management and student behavior standards, was a complete surprise due the virtually nonexistent discipline policy at our school. In evaluations at our school, I don't think discipline is really valued or critiqued. As a result, behavior of many of our students is questionable at best, especially by the time they reach the upper grades. PPAP has its fans and critics. I was fortunate enough to have a great person as my PPAP consultant who actually did a better job of fairly evaluating and coaching me than any principal I have been under - and the evaluations seemed to meet all of those evaluation process criteria mentioned at the beginning.
	P-30 I am glad we have it. I wish we had it when I began to teach. I was not properly prepared and had no help just lots of criticism when I first taught. I figured it out for myself but lost a great deal of self esteem about my teaching in the process. Though I am now very proficient I still feel upset when I think back to those first 2 years.
	P-31 My PPAP evaluator had some special ed background - otherwise, she would not have known what to look for in special ed teaching. I was lucky in this regard.

NEUTRAL OR MIXED:	NEUTRAL OR MIXED:
M-1. *My PAR supervisor was excellent. She was positive, very supportive and gave excellent ideas and materials. But I have seen too many very critical PAR supervisors! They caused new teachers to be nervous & in fear. And were generally an unnecessary addition to a new teacher's already very busy schedule. I believe mentor within each school would be a better idea. They know how things work at their own school.*	M-1. *Most evaluations are rushed - late on the part of administration and dates are falsified to appear on time. I've heard it's very good but have never experienced it.*
M-2. *My PAR teacher had absolutely no credibility. I suspect he needed a break from classroom and signed up - we just "humored" each other. I have observed other PAR mentors who were EXCELLENT - Oh well...*	M-2. *(answers for elementary school - 1st 2 years) I believe the effect of your experience with PPAP pos or neg depends highly on who your PPAP was. Some were great, others (mine) received many neg reviews. Although I think some support is better than no support as long as it is constructive and positive.*
M-3. *Like any evaluation, a lot has to do with who is evaluating you. The experience can be good or bad depending on how you "mix" with the evaluator.*	M-3. *Peers shouldn't be able to fire a teacher, but teachers who don't do well should be let go. But this is an administrator's job!!*

APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
M-4. *Teachers should be evaluated by people that are familiar with teaching at that grade level or subject area they are evaluating.*	M-4. *The "bad" teachers are still here, and will be here until they they retire. no evaluation will change that. The evaluation process needs to be one where we do not keep deadwood. Just like industry, we need to not reward incompetence, but reward competence. Although, at the time peer evaluation was frustrating, in the end, my PPAP person helped with improving my skills as a teacher.*
M-5. *Evaluation should be an ongoing & spontaneous project rather than a once-every-two-year, for one period event. What takes place in our classrooms on a daily consistent basis is more important than what can be done in a one shot performance.*	M-5. *I work on goals every year both personal and professional. My evaluators generally spend little time and offer little guidance or support. The new teaching continuum is a great description of the range of practice.*
M-6. *With only a Satisfactory or Unsatisfactory rating, it is difficult to identify superior skills and traits as well as weak ones that are not satisfactory.*	M-6. *There is little impact on teachers who neglect responsibilities outside the classroom. I have been a member of the PPAP Governance Board. I believe the first year program has raised the level of quality of teachers immeasurably.*
M-7. *The district piloted a new TAP Teacher Appraisal Process several years ago. This was the only time I felt the evaluation process helped me grow as a professional. It made me think about my long term professional development.*	M-7. *I think it depends on the teachers needs - some teachers need formal evaluation and support, others need goal to work other teachers. I like options. I think this program could benefit new old teachers.*
M-8. *All the questions throughout entire survey are answered based on this year (my 2nd). I have a new principal and the school is run entirely different this year than last. I struggled as a 1st year teacher, and the lack of schoolwide discipline, low teacher morale, unsuccessful results added to my struggle. This year is upbeat, focused on education, disciplined building, positive atmosphere, improved academic results!*	M-8. *I would like to note that the effectiveness of my evaluation depended on the administrator. 1st year was positive learning experience. 2nd waste of time!!!*
M-9. *The program can be very helpful if you have a good relationship with your evaluator, but it is a bit scary that one person decides on whether or not you will teach for the district the following year.*	M-9. *I always strive to be the best teacher I can be yet most of the time it doesn't matter because the DO dictates "too much" stuff for us to do outside and within our classrooms. We teachers can't keep up. What happened to being able to just TEACH?*
M-10. *Our district is working on an evaluation process specific to school counselors, but most of the work on this plan must be done by the counselors, and I already have 2 buildings and 900 students for which I'm responsible.*	M-10. *I am "neutral" because through the PPAP program and evaluation year, one is observed and skills are apparent but alternative evaluations and 2 visits year by administration can not depict a teacher's skills well. I am very eager to learn more unlike teachers I know that have taught for a long time.*

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
M-11. I have a very supportive peer evaluator but she has little experience in or knowledge of what I teach (ESL).	*M-11. After a teacher is tenured the evaluation process becomes one of personal growth. It is a project of our own choosing. I would be quite insulted if after teaching many many years, attending tons of inservices, having years of schooling past the BA degree, having students with greatly improved test scores, etc. - I was still being told that I needed to improve. I think the improvement is achieved by the continual inservices, sharing of ideas, mentor teachers, and an overall attitude of excellence. Hire good hard-working people, encourage teacher growth and provide time for assimilation and improvement will occur.*
M-12. Having taught for 13 yrs with excellent evaluations before coming to Columbus I can see the need for a yearly observation evaluation but feel somewhat like a student teacher going through all of this again. My peer advisor is wonderful and helpful but I think there should be two parts to the program. One very much like it is now, for new teachers with less than 5 years experience and another one with far fewer observations and evaluations for experienced teachers with good credentials and evaluations on file.	*M-12. We are moving toward a better eval tool, but it isn't refined yet. It's great. Wish it was used more for failing experienced teachers. Problem with evaluators -- most have elitist ideas -- not global and helpful as should be.*
M-13. I feel that if a teacher is referred to PAR by a fellow staff member putting in a request to ABC, then the person making the referral must sign their name and meet with ABC and the teacher involved with the referral, not do it as it is now without signing the name of the person who is requesting assistance for a colleague.	*M-13. The peer eval program's main strength is that it provides moral support and practical support - the lesson evals are, in general, not effective*
M-14. Kids are very difficult in this school. In another setting I could go on and on. Depends greatly on the PAR consultant, but most are very competent and helpful.	*M-14. I feel a non-threatening program similar to PPAP would be wonderful for teachers who feel they want to grow professionally as a teacher. PPAP is an amazing program - BUT - it is only as good as the skills and sensitive consultant. My greatest concern has always been how the consultant is chosen. A teacher has to feel "safe" with a consultant in order for it to work. How do you measure if that is possible in an interview?*
M-15. I've never seen this program work. I can't fully answer the questions fairly. I was only evaluated by an administrator who watched my class during 1 block period.	*M-15. Evaluation is just a blah process that the administrators are too busy to fool with. I might feel this way because I always did well on my evaluations (phew). SL was my first evaluator in Poway & he really helped me - gave me confidence and support.*

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS		POWAY	
NEGATIVE:		**NEGATIVE:**	
N-1	No common planning time - our professional days aren't enough to coordinate, support growth, etc. Benchmarks, course of study not realistic to students backgrounds and abilities. With poor basic reading skills (6th gr and less) these students get frustrated to be expected to hit benchmarks. Good idea – in transition teachers and students not supported – left overwhelmed. How can our young teachers be expected to do 20-30 yrs service with this atmosphere of frustration?	N-1	It is based on the whim of the principal. It is based on how popular you are. If you are one of the principal's pets - you never see them. If you are not a "yes man" then you get hammered. Evaluated by someone who does not know your content area. Based on if students are having fun and have good self esteem - not if they are learning any valuable information. We have had little peer review. It is done by the administration. We have a new principal now. The last principal was vindictive & was here only to advance her career at the expense of talented teachers. She would single out various teachers and harass them for 2-3 years then pick new ones. She had no concept of any subject outside of language arts and saw little value in any other subject, unless it brought recognition to "her" school. Am I bitter?
N-2	I do not feel the PAR program offered me the adequate support I needed. Therefore I definitely questioned my career choice as a result of my involvement with the PAR program. My entry year as a teacher my self-confidence was shattered, and I was unable to participate in teaching methods with which I was comfortable. If not for the support of my principal, co-workers, mentors and family I probably would have left the classroom - never to return again. Thus the past 2 years have been spent rebuilding my confidence and getting back to the point where I feel I can truly have a positive impact/influence on my students.	N-2	Evaluations are basically meaningless, except for new teachers whose tenure depends on them. I'm less interested in "skill levels" than I am in strengths and weaknesses of an entire team. Such knowledge would facilitate teaming, capitalize on the best. Peer evaluators are not always proficient in the area of the teacher being evaluated - e.g., an art teacher evaluated a science teacher & a non-special ed teacher evaluated a spec ed teacher. When principal disagrees with peer evaluator, the teacher is caught in a miserable, potentially destructive situation.
N-3	I believe this is a time for administrators to get back at teachers they do not like.	N-3	The PPAP program was not beneficial to me. The evaluator was rude, critical and negative. I had been evaluated before in other districts so I was familiar w/ this process, but our district's evaluator was terrible (a teacher at our school, an ex-Navy Seal, said his evaluation year w/ PPAP was worse than any SEAL training. I know Poway has some good PPAP evaluators, in fact PS was excellent, but unfortunately you have these PE teachers vying for an administrative cush job, who just want in on their resume, doing this job. We need competent, classroom specific teachers.

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

	COLUMBUS		POWAY
N-4	I entered this field to ward off midlife crisis. Too many discrepancies in staff performance. Banking world and library position (in previous life) instilled more accountability than teaching children? Something not right here.	N-4	It depends on the principal - my first year the principal came 1 time and it was a bad day -- so until another teacher told her I was great she had me penciled in as an unsatisfactory (not on paper) teacher -- my PPAP said I was great but the principal had made up her mind from 1 observation! It is all very dependent on the principal -- Now we have a very supportive involved principal. Before we had one who thought you were a good teacher if she didn't have problems from your class. She had 4 teachers who "gave" here,, her opinions on all matters at school. If you weren't on the "A" list you were out of the loop of EVERYTHING.
N-5	I feel like the first year should be mentoring only - not evaluation. Many peer evaluators hold different views on education and even conflict with those they evaluate. I've seen it happen to a few prospectively good teachers. A rating could be used to match like candidates or evaluation the second year by another peer person seems more fair/equitable.	N-5	I like the evaluation the Poway Federation of Teachers has developed, however it has not been put into practice yet. PFT has worked on a new evaluation program that does all this although it isn't in effect in our school.
N-6	My administrative evaluation has changed each year for the past few years. No consistency.	N-6	Our principal is new (2nd year) to this district and is still learning the culture of Poway's collaborative evaluation and site-based decisions. I feel that she does not truly represent the leadership in this district.
N-7	My experience w/ PAR was not pleasant or helpful. I was basically told that I had to become like my PAR person or not be renewed. She expected me to walk and talk like her. Also I was reminded several times that she taught what I taught for 10 years in the exact room and building I was in and she knew how it should be done.	N-7	Since my teaching area is specialized the evaluations are usually of no value. Evaluators are not familiar with how our classes work.
N-8	PAR is not used enough to refer veteran teachers on staff who need it badly!	N-8	Most evaluations are just observation, fairly complimentary. Nice to know you are doing a good job, but for teachers not doing a good job, they don't seem to really weed out ineffective teachers. Evaluations have had little or no impact on my teaching. They were an affirmation that I was a very successful teacher but they were not really learning experiences. Perhaps because the people who watched me were not specialists in my area or were not frankly very good teachers themselves or because it was just a last minute rush job? who knows?
N-9	The evaluation tool needs overhauling because it is not shared openly, few teachers know what other goals are being addressed. Little help to new teachers unless veterans take the time.	N-9	Unless a specific need or problem is identified the evaluation process is a task for the evaluator to be completed with minimal hassle if possible. Not really a tool for improvement. The idea is good - execution is poor -- too often evaluators are burnt out classroom teachers looking for something new - rather than top of the line performers. Too often they are advising in areas they are not familiar with.

APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS		POWAY	
N-10	Entry year evaluations by PAR were not always accurate portrayals & frequently caused me to question my career choice. If not for the support of my principal and co-workers I would probably have resigned from teaching at the close of my entry year. Subsequent years evaluations have been completed by my principal and have greatly influenced and aided my teaching.	N-10	Special ed teachers are not evaluated in the major part of their jobs - the IEP process. Ineffective and incompetent people could slip through and qualified people terminated when their evaluation is based solely on the district standard for teaching. I've had no peer evaluation - all done by administrators. Have observed peer evals on members of my dept and other 1st year teachers - good, but rigid - does NOT address spec ed needs yet. Evals often done by non-spec ed personnel.
N-11	I've seen some teachers with excellent evaluations that, in my opinion, needed more supervision.	N-11	The evaluation process is a joke - An administrator enters the classroom at most 2 times every other year - stays for about 15 minutes - writes an anecdotal evaluation which is absolutely useless & evaluates a teacher based on their personal experience & idea of what "good" teaching is.
N-12	I feel the evaluation process can be intimidating. There are those in the PAR program who let the people they are assisting know that they can make or brake their career. The 1st year is rough enough without intimidation techniques.	N-12	This process is a waste of time. A chat with the administrator or a peer would be more efficient directed towards needs or areas of improvement.
N-13	Academic teachers are pitted against the carrot (a good grade) and teaching what students need to progress. If one expects work - one gets grief, unpopularity, and administrative concern for market-driven education.	N-13	My first eval at MCHS was performed by the Dept Chair who I felt was biased and unfair. I don't feel that teachers should eval other teachers. All of my other evals have been very high and have been done by admin.
N-14	I was hired into district w/ 5 years experience & a masters. My PAR consultant did not know material (English) and instructed me to do things contrary to graded course of study. This person was a "bully" with a vendetta. It was a miserable experience.	N-14	Teachers who are below standard seem to get by too easily and are allowed to do alternative evaluation.
N-15	I do not feel that one person should have that much power over your life. After 4 years of college a formal teacher can either break you or make you.	N-15	Substandard teachers should not be allowed to create their own evaluation projects. They should be monitored and evaluated more closely.
N-16	State Standards! Teach the TEST!!! Be rated by administration! Return to racism! Help -- let me out of here! (Note: This respondent had also crossed out the heading, "Your success as an educator.")	N-16	It's very hard to work, plan, and strive so hard for someone only to have "face slapped" for that someone else's failure/poor effort/attitude! This is increasing alarmingly!
N-17	My PAR consultant had no background in my field. That was most frustrating. She had no resources to provide me with support.	N-17	We've had alternative evaluations available for several years for tenured teachers. I have participated in the projects for years focusing on my own weaknesses. I attend conferences from within and just monitored by administrators. I have always felt they were just completing the paperwork - not supported or enhanced. We need something for the teachers that missed the process. The current new administrator really doesn't seem to have depth in this area. Administrators are supposed to be educational leaders. She has depth in other areas but evaluations are a weakness.

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APPENDIX Table 11: Written Comments on District Evaluation Program, by District, continued

COLUMBUS	POWAY
N-18 For those of us who are doing well and have taught before it seems a waste of time for the district. All of my reviews/comments have been very positive. Thanks to my earlier mentor and wonderful assistant the class has been doing very well.	N-18 The peer evaluation in my opinion is ridiculous. The evaluators are usually the worst teachers that district wants out of the classroom. The interview process seems to be a big deal but it's biased, elitist, and unfair. Many new teachers have been hassled and unfairly treated by their incompetent evaluators – especially for minority teachers. I'm not a minority but I've seen it over and over. This district is NOT progressive – it has a great P R. department and peer evaluation here is the biggest joke pushed as a wonderfully progressive program – no way!!! I believe peer evaluation is only as good as its evaluators and in this district the evaluators are incompetent. I have never been evaluated by them nor have I tried to be an evaluator. I just know who they are and they overall were bad teachers and should never be evaluating other teachers. For all the work to get a masters and an admin credential - these are the people who should be evaluating not teachers who are burnt out looking for a new job. *(editor's note: This questionnaire was mailed directly to the researcher, with a note stating "This would have been filtered and thrown out if sent through Poway."*
N-19 I had already taught several years successfully when I quit to stay home with my children. When I returned to teaching, I had to go through the PAR program. My supervising teacher had a very different idea of teaching than I did. I knew what style worked for me, but she tried desperately to change it! This gave me a "sour taste" for the PAR program. Also, I had taught in CPS for 6 years before I stayed home. Each evaluation I had was glowing. Why should I have to go through PAR when I've already proven myself in this district?	N-19 Few evaluators in my experience really felt competent to evaluate me as a speci ed teacher. They were glad I was there - kids were there - & therefore that was good.
N-20 Your peer evaluator is only as good as the experience they bring to the classroom. Mine was little help. She had no inner-city experience and provided me with little support as I struggle with management.	N-20 College coursework in NO WAY prepared me for classroom teaching. I find that substandard teachers at my site are not dealt with or addressed and this is VERY discouraging. Our support staff is not always very helpful.

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